



School Behaviour

Introduction

“Hawthorn Primary School where every child really matters”

Our main aim is positive behaviour management in order that children learn to modify their own behaviour:

Each class negotiates a contract written in the children’s language stating what behaviour is desirable in the classroom and around the school.

These contracts are signed by everyone in the class and prominently displayed. A copy is taken home.

The reason behind our behaviour policy

We believe strongly in an environment where grownups and children treat each other with respect.

We recognise that the majority of misbehaviour can be avoided through good classroom management.

The majority of children behave in a way that promotes a good working atmosphere and in a way that helps them learn, develop good attitudes towards learning and to develop as citizens of our community.

At Hawthorn the small minority that disrupt their own and other’s learning through their inappropriate behaviour are treated as individuals and have specific behaviour management plans tailored to their needs.

These plans are shared with all staff and shared and negotiated with the child, parents/carers etc.

All children come to school with their own issues, their home lives and experience of being parented are varied and therefore every child must be treated as an individual.

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Hawthorn-003 School Behaviour Policy	01	12 October 2017	Julia Bayes
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What we are trying to do

The children at Hawthorn school are helped to become good citizens,
To help develop the skills of self-discipline (e.g. using timeout as a calming down technique)
To provide a secure environment for children and adults
To develop respect of self and others
To ensure children and parents are committed to attending school on a regular basis.

How we find out what other people think

All staff at Hawthorn have been consulted regarding this issue, training has taken place in all aspects of behaviour management and this is ongoing. Parents are consulted about standards of discipline both at a school and individual level.

What teachers should do

There are clear expectations of behaviour of all members of the school community.
All children and adults will be treated as individuals

Monitoring of behaviour forms an important part of its management. ABC forms (***Antecedent, Behaviour, Consequence***, *these show what led up to bad behaviour, what the incident was and how it was sorted out*) will be filled in after any incident. These are essential documents to enable accurate discussions with parents and other professionals if necessary.

Rewards will be used sparingly to have the greatest effect, intrinsic rewards are the most efficient in modifying behaviour. Children need to want to behave.

The Head teacher and Special Needs Coordinator will evaluate these as appropriate.
All staff will take responsibility for the behaviour of all children in the school.

To this end staff are encouraged to know as much about the children in their care as possible.

Parents will be encouraged to become equal partners in behaviour management and will be given the support they need. We may use "Home/ School Books" to communicate with parents on a daily basis.

How we will do it

The Head teacher is ultimately responsible for the implementation of the policy although all staff will be expected to play a part in its success.

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Staff whose experience is in working with children with Emotional, Social and Behavioural (ESB) difficulties will be used where appropriate
Senior leaders especially the Family Support Coordinator must be consulted about issues with children’s behaviour.

The ARC (Additionally Resourced Centre) is a unit within school for children with ESBD, and will be used as a resource for the whole school, children within the ARC will be integrated into the life of the main school.

Behaviour will be taught as part of the curriculum on Social, Emotional Aspects of Learning (SEAL) and by the demonstrating by all staff a positive behaviour model at all times.

Attendance will be supported by reward systems for good attendance as well as the informal work with parents by staff and the local Authority Attendance Service.

The policy will form part of the information for new parents and the teacher’s handbook for all new staff, permanent or temporary.

All staff will continue to receive regular training in Behaviour Management Reward systems in class and throughout the school (including achievers assemblies) will focus both on behaviour and academic achievement.

Exclusion will be an absolute last resort for serious or violent behaviour.

Multi agency working will be at the core of all behaviour management issues. The school will work with lots of other people in the area to help families (Educational Psychologists; Behaviour Support service ; Social Services; Families First etc.)

All incidents of bullying whether physical, verbal or indirect will be dealt with promptly and thoroughly.

How we will check that this policy is being used correctly

This Policy will be monitored by the Headteacher and the governing body on an annual basis.

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Review Date: 12 October 2017
Renew Date: 12 October 2018
Assistant Headteacher

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